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Problem of Educational Management System in India

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Abstract: Education is great companion of human being. It brings the men from darkness to light of knowledge. It removes various superstitions and difficulties of human mind and guides a man by showing his way of life. Thus men can decide what to do and can recognize their duties & responsibilities for their society. Men can also understand what is wrong & what is right in their life and can mould or shape their life towards this way. An illiterate and uneducated man is curse for our society and also for our country. Education is achieved by reading of books and through life experience. Life experience is good teacher and books are best friends of man. Man can also learn from nature. It has no complains and no demands. Educational knowledge is distributed by the teachers in schools & other educational institutions and books are getting in libraries. So for getting better education men have to go in schools and libraries.

Keywords: Education, curriculum, Formal& Informal education, adult education, teacher behavior, teacher training, academic system, vocational training, co-curricular activity, Sarba Shisha avijhan, free & compulsory education etc.

I. INTRODUCTION

Education makes the country strong and prosperous and thus makes the country's glorious future. Without any education our country cannot go ahead. Therefore, education is necessary for our country's improvement and development. In India, Expenditure on education is not considered as an investment in human resources, but in government plans, which are meant for promoting economic growth, where education finds a place. However, the proportion of public expenditure on education to GDP in India had stagnated for three decades since early 1950s. The proportion of public expenditure on education to GDP started increasing around the mid-1980s and there has also been some improvement in the share of elementary education with some reduction of inter-state disparities. However even now public expenditure on education in India is most inadequate. It was only 4 percent of GDP in 2015-16 which is much less than the target which is 7 percent of GDP. According to 2011 census, literacy rate is 74.04 percent in India. Nearly 28 percent of the population remained illiterate in 2011. In eleven states in India; literacy rate is lower than the national rate. Bihar has lowest & Kerala has highest literacy rate which is 65 percent & 94 percent respectively. Here female literacy rate is 66 percent. Adult illiteracy rate was 38 percent in India in 2005-10. Poor performance of India on literacy has affected its overall development. So literacy rate should be increased more and there need mere development in this regard. This research paper tries to pinpoint the defects prevalent in education system in India and tries to find out the ways of solving this problem.

II. OBJECTIVES OF THE STUDY

The objectives of the study are as follows-

- A. To study about the problems that is confronted in educational system in India.
- B. To put forward an ideal model for Indian educational system.
- C. To put forward recommendations for developing educational system in India.
- D. To know about the problem & government undertaken policy to solve the educational problem.
- E. To analyze the nature of the problem and to suggest the measures for the upliftment of the problem.

III. METHODOLOGY OF THE STUDY

For doing research or study the data will be collected from primary and secondary source in India. The primary data will be collected with the help of interview & survey method. On the other hand, primary data will also be collected from a sample survey among various government aided schools, private schools, educational institutions, agencies & educational organizations etc. The sample units are common people in different sector & villagers, inhabitants in various town & cities, Teachers, students & other staff of the school. For evaluating the objectives of the study the secondary data will be collected from the various sources such as

books, journals, reports, websites, university libraries, planning commission, government's publications(central & state) district & state wise statistical office etc. Analysis has been made on the basis of the information and observation.

A. Commission Of Education

Many commission or committees have been formed by the government for development of education. That commission is formed to promote education in primary, upper primary level & also for higher secondary education. Higher education is controlled by the university through establishing various colleges. For this purpose, the government has been established UGC board to control the universities.

The government has also established NAAC which means National Aggradations & Assessment Commission for giving quality and better education. In this connection, we can mention the NCRET for controlling teacher education, AICTE for technical education, special separate boards such as CBSC, ICSE for X & XII class standard, P.S.C(Public Service Commission), S.S.C (School Service Commission and Staff Selection Commission), U.P.S.C -commission for taking competitive examination for various common & civil services.

Moreover, in India most of the state government have separate ministry for administrating & controlling the educational system. In every year of the budget, the central & also the state government plan for spending huge amount of money for educational purposes.

B. Problems Of Education's System

The education system in India suffers from a number of problems and faces a number of challenges. Problems of educational system are as follows-

- 1) *Poverty*: Poverty is one of the reasons for not getting the education. In India most of the people are very poor. So they are incapable to bear the educational cost of their children. Moreover dropout rates at primary level remain high; the number of illiterate could be rising. Due to bad economic condition parents do not sent them in school but they have to work in land & other sector to earn money for helping their family expenses still child hood. So they do not complete a minimum of five years of schooling. This is common picture in rural areas.
- 2) In most of the schools, percentage of failures and dropout students are very high. Poor quality of schooling is a major part of this. About 46% of 8-11 year children cannot read a simple three sentence paragraph & also cannot write the spelling correctly. Arithmetic skills of the children are very poor. Naturally they do not do well result in the future and cannot do any good work for the civic society.
- 3) There are vast regional disparities in various states within the country. While the states like Himachal Pradesh has made rapid progress, but the states of Bihar & Rajasthan has remained far behind. These inequalities can be seen even in basic skills such as literacy, but the differences are vast when we consider advanced skills such as knowledge of English or computer usage. There are significant educational inequalities between different social & economic communities. These are visible in school enrollment, type of schooling, and school performance. Children coming from Dalit, Adivasi, Muslim family & also SC, ST, OBC student face unique disadvantages. Much of the policy focus has been directed for positive discrimination via reservation in college & school admissions, but we find little result.
- 4) The number of out of school children who are physically or mentally challenged remains a cause for concern. The percentage of disabled out of school children in 2005 was 34.19% and remained unchanged at 34.19% in 2009. Neither special school system or any other institutions are set up to teach them.
- 5) Secondary and senior secondary education serves as a bridge between elementary and higher education. This education system also forms basis of skill formation of the children in future. But the spread of secondary education in India is quite limited. In higher studies educational cost is very high which most of the student cannot bear.
- 6) The higher educational system at present suffers from several weaknesses, such as deterioration of academic standards, outdated curriculum, failure to maintain academic calendar and lack of adequate support for research. There are wide disparities in getting education between rural & urban areas.
- 7) At present in case of technical education, various imbalances and distortions exist. Over the years quantitative expansion of technical education has lowered in standard and now there is a structural imbalance in skill requirement of the business sector and the traditional curriculum followed by the engineering and management institutions. Also infrastructural facilities available in most of these institutions are inadequate and are not proper.

C. Suggestions Or Recommendations For Improving The Educational System

If education has to raise the quality then following changes will have to be made. The changes are as follows

- 1) Firstly, restrictions should be introduced on higher education and the admission in higher education should be restricted and should make on mark basis. Research work, done in university should be meaningful and productive so that it can help the society.
- 2) Education should be made job oriented. Emphasis should be made on vocational educational rather than on general education.
- 3) Thirdly, in rural areas emphasis should be given on agriculture & vocational education. Because in case of general education rural people after getting some education lose interest in agriculture and migrate to cities in search of employment and earning where very few jobs exist for them.
- 4) Technical education should be properly planned since it involves heavy cost and the government must ensure jobs to all the technical hands by arranging campus interview in every technical colleges so that they cannot go abroad for searching job.
- 5) Unemployment is severe problem in educational system in India. After completing education, most of the educated student cannot find any job in market. So the government should create employment opportunities for educated youth to use their encouragement for the country.
- 6) With increasing population, number of students is rising in schools, colleges & universities with courses of time. To maintain this vast pressure of rising student & to handle the situation, the government should increase carrying capacity and number of seats in schools & colleges to give the educational facilities to all.
- 7) The government must try to raise quality and the standard of education at higher and university levels.
- 8) Education in science is costly and its expansion should be carefully planned. There is no need in producing science graduates if they can get only clerical jobs. For these jobs, commerce and arts graduates will be appropriate as the expenditure on their education is much smaller. For this, the government should arrange special type of productive, creative & science related jobs & should introduce scholarship facility for excellent brilliant talented students. Scholarships should also given to weak income group students, reserve students such as SC, ST, OBC etc.
- 9) Finally, The government must investigate the reasons for the large number of dropout's students and should make attempts to solve this problem. In this respect, it is necessary to overcome the discouragement effect by improving the accessibility, affordability and quality of schooling in India. Moreover, the government should improve educational system by opening more schools, developing the infrastructure, appointing more teachers, simplifying the curriculum, organizing enrolment devices, providing free textbooks, uniforms and arranging special teacher training system to raise the teaching standards in the classroom.

D. The Government Undertaken Measures And Educational Policy In India

- 1) *National Education Policy*: On the basis of Kothari commission's report, the government has made education commission which has announced its National Education Policy in 1968 where all children up to the age of fourteen will get compulsory education.
- 2) *National Policy on Education*: It was announced in 1986. Its aims were universalisation of primary education and adult education, qualitative improvement, technical and higher education vocationalisation of secondary education, development of regional languages. Special emphasis was given on education of girls, establishment of pace-setting schools like Navodaya Vidyalayas in each district, starting more open universities, encouraging sports etc. The highest advisory body was set up to advise the central and state governments which is Central Advisory Board of Education (CABE) in 2004.
- 3) *Right to free and compulsory education Act*: It was introduced by the government in 2009 such that every child of the age 6-14 years can get a right of free and compulsory education in schools till completing of elementary education.
- 4) *Sarva shiksha Abhiyan (SSA)*: It was launched in 2001. It is a programme of universalisation of elementary education. It includes universal access and retention, bridging of gender and social category gaps in elementary education and achieving enhancement in learning levels of children. It enrolls all children in school. Provisions of right to education act are being implemented through SSA.
- 5) *Padhe Bharat*: Badhe Bharat: It was launched in 2014 to improve language development by creating an interest in reading & writing with comprehension and to create a natural and positive interest in mathematics related to the physical and social world.
- 6) *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*: a newly sponsored scheme the RMSA, to enhance access to secondary education and improve its quality was launched by the government in March 2009. The objectives of the scheme are to achieve an enrolment ratio of 75% for classes IX-X within five years by providing a secondary school within reasonable distance of

every inhabitation and to remove gender, socio-economic and disability barriers, universal assesses to secondary level education by 2017.

- 7) *National Programme of Mid- Day Meals in Schools*: With a view to enhancing enrollment, retention and attendance of schools and improving nutritional levels among children the MDM scheme was launched as centrally sponsored scheme on August 15, 1995, initially in 2408 blocks of the country. In 1997-98 it was introduced in all blocks of the country. It was further extended in 2002 to cover all the blocks of the country and in 2002 to cover all the children even in EGS and AIE centre.
- 8) *Kasturba Gandhi Balika Vidyalaya (KGBV)*: It was launched in July 2004 for setting up residential schools at upper primary level for girls belonging to the SC, ST, OBC and minority communities.
- 9) *National Programme for Education of Girls at Elementary Level (NPEGEL)*: It is a holistic effort to address obstacles to girls, education at the micro level through decentralized process and decision making. It is implemented in educationally backward blocks addresses the needs of girls who are in as well as out of school also reaches out to girls who are enrolled in school, but do not attend school regularly.
- 10) *Udeed*: To promote educational opportunities for girls students, CBSE board has launched the Udeed programmes to provide a comprehensive platform to deserving girls students who aspire to pursue higher education in engineering & assist to prepare for the IIT/JEE exams.
- 11) Lastly, In higher & technical education, the government has been set up at first stage 20 universities & 500 colleges, after that the number has increased 713 universities & 36,739 colleges in 2013-14. The government has also set up 16 central universities, 7 IITS, 10 NITS, 7 IIMS, IISERS & SPAS etc. It also includes up gradation of state engineering institutions, expansion research fellowship & provision of hostels for girls, reservation for SC, ST & OBC, focus on backward, hilly and remote location students, minorities, girls, person with disabilities, scholarships, provision of educational loan with interest free subsidies, seating up of polytechnics in unreserved areas and degree colleges in low GER districts.

IV. CONCLUSION

Education is an important part of our life & also necessary for development for our country. So its improvement is necessary and for this to achieve success a great initiative measure is needed by the government and also by the society both. Uneducated person means blind, he remains in dark. This should be understood to each people and public awareness programmes about the necessity of education should be organized at every place where education does not reach still now. In this case, the government & every society member's participation is necessary. They have to come ahead to remove this mere problem.

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